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ABSTRACT

There are five objectives included in this experimental teaching guide on the American Indian. They are to help the student: realize the divergence of culture among the Indian tribes; recognize the value of Indian culture to the survival of the European in a new land; be aware of the customs and commodities which we use and enjoy from our Indian heritage; understand that many of the "Indian Wars" were caused by misunderstanding between two cultures; and to become more familiar with some of the great leaders of the Indian nations. For each objective a list of activities, an outline of content, and a list of sources are given. A partially annotated bibliography of fiction and nonfiction sources concludes the document. SO 005 548 and SO 005 551 are documents in the series that also deal with the American Indian. (OPH)

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Tentative

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SO 005 549

The Original Americans

An Experimental Teaching Unit

Minneapolis Public Schools
Task Force on Minority Cultures
Secondary Social Studies
Averna Olson

OBJECTIVE

To realize the divergence of culture and degree of progress among the Indian tribes.

ACTIVITIES

1. Display the poster, Indians of North America, or a collection of pictures of Indians.

2. Map work - have students construct a pictorial map of the U.S. showing the location of tribes before the coming of the white man.

3. Group report - Assign to one group, the responsibility of informing the class on the cultures of different tribes, stressing religion, rites, dwellings, costumes, including ceremonial dress, etc. Distinguish between "then" and "now" traits.

4. Mural - group project Life of the Chippewa/Life of the Plains Indians

5. Read to the class:
   The Admiral Describes the First Indians

6. Read: The Buffalo Dance.
   Cornilia Meigs

OUTLINE OF CONTENT

Population - approximately 850,000 before white settlement

More than 250 tribes

Most lived in western U.S.

With limited technology, the land supported all it could

Depending on basis for grouping, 6 to 13 groups emerge (Most junior high texts list 5 to 8)

Plains Indians were a product of the conquest of the Americas (Eastern Indians secured guns pushed others to the west.)

SOURCES

Poster available from Educational Posters

Other pictures from Life Magazine or American Heritage

Text book
Encyclopedia
Reverse side of Hearne wall map,
Indians of Minnesota
Wall map, Nystrom series

For student use in presentation:
Film strip - Learning about Indians, or Our Friends, the American Indians

The Bleeker series (designed for elementary use, but factual and easy reading for those searching for material)

Brown, The Human Side of American History, pp. 4-5

(The story of two boys, one a Dacotah one an Ojibway, who meet accidentally. Since their tribes have been enemies for generations, the meeting is tense, but they can communicate by signs, and cooperate in finding food. They help one another in other ways: each saves the other's life before the story ends) (From Scholastic Literature unit on Frontiers)

OBJECTIVE

To recognize the value of Indian culture to the survival of the European in a new land - -

To be aware of the customs and commodities which we use and enjoy from our Indian Heritage.

ACTIVITIES

1. Have students list as many items, ideas, or customs as they can think of, that originated with the Indian. Make this an assignment in which they may use any sources available. Compile a composite list.

2. Ask students to recall place names of Indian origin. (This could be limited to Minnesota places.) List the names on the blackboard. To help develop library skills, assign individual names to students to find out what they mean, and the origin of the name.

3. Class discussion based on: Father of Our Constitution? Hiawatha. Read selections from the article to the class. Discuss: How much of our democratic tradition can be traced to the Indians? Before hearing this version, where did you think the ideas for our government came from? What errors were made by Longfellow in writing his poem?

4. Panels or group reports:
   Indian games
   transportation
   crafts
   homes
   How were these adapted for use by white settlers? For present day use? Discuss the location or tribe in which these occurred.

OUTLINE OF CONTENT

Over half (4/7) of all food stuffs grown in U.S. were used by the Indians before the coming of the Europeans.

maize
popcorn
carmelcorn
beans-peas
squash-pumkin
artichokes
sunflower seed
nut-oils and meal
melons
berries
wild game
animals
fowl
potatoes-yams
tomatoes
wild rice
cassava
cocoa-chocolate
maple sugar
hominy
corn flakes
chewing gum

Medicine (cocaine, cascara, quinine, arnica, ipecac, wintergreen) for the past 400 years, botanists and physicians have not discovered an herb that was not known to the Indians.
Methods of planting, irrigation, storage and utilization of food were well advanced when compared to the rest of the world.

Other Contributions

rubber-hollow rubber balls
hammock
tobacco
transportation-canoe, tobaggan, snowshoe
trails (which have become highways)
crafts and designs
games and sports
names - Minnesota, Wisconsin, etc.
federal system - states within a state

Democratic Tradition - treating chiefs as servants of the people - and that the community must respect the diversity of man.

SOURCES

American Heritage, Book of Indians
Wissler, Indians of the United States
Daniels, American Indians
Encyclopedia
Almanac
History texts
Dictionary of names
Porter, The Battle of the 1,000 Slain
pp. 16-37

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OBJECTIVES

To show that many of the "Indian Wars" were caused by misunderstanding between two cultures - - that the Indian 'problem' occurred when the frontier disrupted the Indian way of life.

To familiarize students with some of the great leaders of the Indian nations.

OUTLINE OF CONTENT

The Indian

I. Before the White Man, the Indian had mainly a culture: Did not use the wheel - only motive power supplied by dogs.

II. Ownership of land: Indian belief "to have" meant "to use" communal area living negated need for land ownership.

III. Warfare: A function of the entire society. Combine strength for battles. Great camouflage artists. Scalping: not a general custom.

IV. Home Life: Devoted to family. Great attachment to children- discipline loose. First progressive educationists.

V. Adaptable to change - Woodlands to plains - use of the horse.

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Legislative history

1871 - Treaties no longer to be made with tribes. Congress took over power to legislate.

1887 - General Allotment Act - land divided into parcels rather than held by tribe (resulting in much acreage passing out of Indian hands)

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With no written language, little is known except through legend, of early leaders. The Chiefs who tried to keep their tribes together against the encroachment of the settlers, while mingling the two cultures to the best advantage for the Indian, gained stature in the eyes of both Indians and whites.

ACTIVITIES

1. Tell the class how one of the Indian leaders got his name. (e.g , Sitting Bull, who as a boy, rode a buffalo bull calf. After the successful ride, he acquired his new name.)

Possibilities include:

Tecumseh	Sitting Bull
Pontiac	Mangas Coloradas
Sequoyah	King Philip
Osceola	Geronimo
Little Turtle	Quanah Parker
Joseph Brant	Crazy Horse
Wovoka	John Ross

Have them answer the question:

How did he get his name?
Why was he recognized as a leader?
How did he deal with the problems imposed by the white man?

2. Display a map which shows present day Indian reservations. Contrast with a map showing original locations of Indians. Discuss the changes necessary for the Indian to adapt to his new location.

3. Time line - events in United States history in which the Indian played a role. If time permits, have the time line illustrated.

4. Role playing - you are forced to leave the life you know.

How would you react to a different way of life?

SOURCES

American Heritage Magazine
August 1961 - Tecumseh
June 1966 - Geronimo
Dec. 1958 - King Philip

Porter, Battle of the 1,000 Slain

Roland, Great Indian Chiefs

Famous Indians: A Collection of Short Biographies. U.S. Government Printing Office

Text book Nos.

Maps available from Bureau of Indian Affairs.

Text Book
General Bibliography

ACTIVITIES (General)	SOURCES
1. Indian dances - Have a group of students learn a dance and perform it for the class. Instructions are included. Steps are simple and an interested group could learn them quickly.	Folkways Record, American Indian Dances (also explains symbolism of costumes for dance)
2. Discuss: What general character traits of the Indian do you admire? Which are some that you may wish for yourself?	
3. Skit - Write and develop for a class presentation, a skit on: Life in a Tribe Specific ceremony of a tribe (avoid especially cruel) ceremony; e.g., Mandan's O-Kee-Pa) How to Make a Canoe	Bleeker series
4. Individual activity - Make a model of something Indian: mocassins, dwelling, snowshoe, cradleboard, or dress a doll in Indian costume. Stress that it be authentic in detail, indicative of the tribes which it represents.	Bleeker series General bibliography Handbook on Chippewa Indians
5. Prepare a bulletin board display of pictures or drawings of different kinds of homes. Label each with tribe and location.	
6. Diary - You were rescued by an Indian tribe, after being lost from your family for three weeks. You live 6 months with the Indians, who nurse you back to health, and then return you to your home. During this time, you keep a weekly diary. In detail give your impressions of Indian life, specifying the tribe with whom you lived.	

7. Read: Sergeant Bandel Describes the Sioux. Have students write a similar letter, describing some other tribe about which they have learned.

   The Human Side of American History, pp. 127-129

8. Games - Have a group of students develop a game based on Indian tribes. Make this either Password, or "Who am I"? Use 3X5 cards for information, and set up a point system, to make it a class contest.

9. Read selections to the class from A Long Way from the Buffalo Road. The boyhood memoir of an Arapahoe, born shortly after his people were put on a reservation. He made the transition to the white man's culture and spent his life recording the ways of the Arapahoe.

   American Heritage, October, 1966 (article is humorous and pathetic in its narrative of Indians adapting to white culture.)

10. Read: A Young Apache Learns the White Mans Ways - a boy leaves his homeland to study at Carlisle.

    The Human Side of American History pp. 213-215

11. Individual reading - Reports, simple - oral or written. In addition to biographies and histories, much fiction is available on Indian life. Using open and suggestions and simple questions, have them share the reading with others. For example.

    Bibliographies
    Biography
    Novels

    A. You have a pen pal in another country who is interested in learning about native Americans. Can you recommend this book as a good picture of _____ Indians, and their struggle? Why or why not?

    B. You wish to invite the hero or heroine of the story to your home. Explain to your family your reason for this request and enough about the expected so he/she will be accepted and understood.

SELECTED BIBLIOGRAPHY

Bleeker, Sonia: The Chippewa Indians, Rice Gatherers of the Great Lakes

Information Given:

The Clan - and its meaning, with 20 clans in the Chippewa tribe, each with its own totem. Specifically this is concerned with the Crane Clan.

How names are chosen, the duties of each member of the family, including education of the children and the tribal activities of different seasons.

Geographic location

Games and amusements

The securing of food, seasonal chores involved in such as gathering wild rice, maple sugar and game.

The making of clothing, preparing the hides, and with details such as using thorns in lieu of buttons.

Means of transportation - canoe, tobaggan, snowshoe

The training of the medicine man, with mention of herbs used

Customs of warfare

History since the advent of the Europeans, traded through the fur trade, Ft. Mackinac and others, the English and French conflict, and a map showing the reservations on which the Chippewa are located today.

* * * * * * * * * *

There are fifteen books on different Indian Tribes, written by Sonia Bleeker. They are on elementary level, but worthwhile for junior high students to use as source material for reports, panels, pictures and for general information. For each tribe, information given covers the areas as given above for the Chippewa.

Plate, Robert: Palette and Tomahawk (The story of George Catlin) Biography (McKay New York, 1962.)

George Catlin loved the Indian and foresaw his destruction in enforced reservation life and the destruction of the buffalo. Follows his painting trips among, Sioux, Crow, Mandan, Chippewa, Choctaw, Comanche, Pawnee - plus others, taking him to Canada and Mexico as well as United States.

BIBLIOGRAPHY

From his Last Rambles Amongst the Indians:

"I love a people who have always made me welcome to what they had - who are honest without laws, who have no jails and no poorhouse - who never take the name of God in vain - who worship God without a Bible, and I believe that God loves them also - who are free from religious animosities - who have never raised a hand against me, or stolen my property, where there was no law to punish either - who never fought a battle with white men except on their own ground - and Oh! How I love a people who don't live for the love of money."

Sandoz, Mari: These Were the Sioux

Written from observation and conversation in close contact with the Sioux, dating from her girlhood in Nebraska. Give details of Sioux customs; care and rearing of children, education, protection of weak and ill, ceremony, legend, worship and family life. Stresses the humane and kindly aspects of Sioux life, the respect for others; explains the reasons for misconceptions about the true nature of the Sioux and attempts to dispel some of the myths surrounding the "noble savage."

FICTION

Baker, Betty: Killer of Death (Harper, N.Y., 1963)

Pictures the culture and background of Apaches in the training of boys. The hero is Killer of Death, which means that he will return some great man to the tribe, who has been given up for dead. This occurs after nearly the entire tribe is wiped out. The Whites have moved into the Apache lands in quest of copper. Points out that Apache was the name given to the tribe, and means, "enemy".

Baker, Betty: The Shaman's Last Raid (easy reading) (Harper, N.Y., 1963)

Humorous story laid in the Southwest. The children's grandfather, an Apache of the traditional school, comes to visit at the same time a television company is making a film nearby. The grandfather refuses to sleep in the house, to eat with them and to wear western clothes. He sets up his wickiup in a parking lot, initiates the boy into Indian rites (including stealing cattle from a neighboring rancher.) Shows the clash of cultures, also the differences between Indian tribes.

Baker, Betty: Walk the World's Rim (Harper, N.Y., 1963)

The story of Chakoh, a boy from a poor and starving Indian village. He goes with DeVaca, two other Spaniards and Esteban to Mexico City. Only after arriving in Mexico City, does he realize that Estaban has remained a slave, instead of being freed as DeVaca had promised when the slave saved his life. Conflict between Indian culture, Spanish conquistadores, priests and the slave.

Clark, Ann: Santiago (Viking, N.Y., 1955)

Santiago, an Indian boy in Guatemala, is brought to the city when his parents die, and lives as a white child in a banana grower's family. One day his grandfather comes for him and takes him back to the native village. He has to work, gathers chicle on a chicle plantation and eventually his white father finds him and takes him back. Even with the offer of extensive education and eventual employment on the banana plantation, he chooses to become a teacher to his own people.

Jackson, Helen Hunt: Ramona

Well written story of a girl from a Spanish family who falls in love with Alessandro, an Indian sheep shearer who comes to the family ranch. One bibliography lists it as the Indian's Uncle Tom's Cabin; another that it was the first of the books of the Indian's cry for acceptance by the white man. Ramona and Alessandro are forced to run away and find a friendly priest to marry them. Then follows years of wandering, tragedy and sorrow, when their lands are taken from them.

Keith, Howard: Komantcia (Crowell, N.Y., 1965)

Two Spanish boys visiting relatives in Mexico, are captured in a Comanche raid. After the capture they are separated so they cannot make plans for escape. Both pass the tests and become accepted members of the tribe. One brother remains a kindly and humane individual: the other becomes a feared and cruel warrior, exemplifying all the worst of the Comanche tribe. The story centers on the more kindly of the two, and explains his training and the customs of the Comanche.
Should be suggested for more mature readers who can understand the problems the boys faced.

Kjelgaard, Jim: Wolf Brother (Holiday House, N.Y., 1953)

A young Apache has been away at school for six years when he returns to see the degradation to which his people have been forced on the reservation. Following a fight with a soldier, he flees and joins a renegade Apache band. The band is eventually captured and after something of a trial are deported to Florida. The Chief feels the boy should be returned to his people and even at threat of greater punishment, he sets the boys free. After two years of wandering and hiding, he returns to his people where an understanding Indian agent helps him start the long process of helping his people.

Lampman, Evelyn: Navaho Sister (Doubleday, N.Y., 1956)

A twelve year old Navaho girl leaves her home with her grandmother on the reservation and goes to school in Chemawa, Oregon. She does not speak English and many amusing and touching things occur in her educational process. Later she learns that a long lost uncle's daughter is the girl she has befriended at the school, and the story had a happy ending.

McGraw, Eloise: Moccasin Trail (Coward, McCann, N.Y., 1952)

Runaway Jim Keath is adopted by Crow Indians at eleven, and stays with them for nine years. When word is received that his two younger brothers and a sister have reached Oregon country, he goes to help them settle. Months elapse before he drops his Indian ways and his family accepts him for what he is. Because of him, more understanding and respect for Indian ways are acquired. Joe Meek enters in - as the sheriff.

Mowat, Frank: Lost in the Barrens (Little, Brown, N.Y., 1956)

A white boy and a Cree Indian boy becomes lost when they set out to help a neighboring Chippewyan tribe who are starving. The Eskimos of the barrens are feared by all, but it is the Eskimos who rescue the boys, save their lives, and get them back to their families. Interesting adventure story, emphasizing too, the knowledge necessary to survive in such a land. The boys also discover some remnants of suspected Viking habitation of long ago.

Ray, Daughter of the Tejas (N.Y. Graphic Society, N.Y., 1965)

Tiwana is growing up in a Tejas village when her mother is captured by Apache. Shortly after, on a trip to the water hole, Tiwana is also captured. She finds herself in the same camp as her mother, but they do not reveal their relationship. Successful plans are made for their escape and return to their own people. A friendly trader and a boy from their own village help. Should be read by more mature thinkers.

Richter, The Light in the Forest (Bantam, N.Y., 1963)

A boy, living his life with the Shawnee, is returned by the army to his white family. Adapting is difficult and he runs away to rejoin his Indian family. When expected to war against the whites, he finds he cannot, and is condemned by the tribe. His Indian father offers to take his place, but because of his standing in the tribe, both are freed. Much as the chief loves True Son, he sees that he will not be happy among the Indians and sends him back to his white family.

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